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Lexington School District Two

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Technology Plan 2010-2013

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CONTENTS

District Profile....7

Executive Summary....10

Lexington County School District Two Mission Statement....11

Technology Division Mission Statement....11

Technology Division Integration Vision Statement....11

Technology Dimension 1: Learners and Their Environment

- Goal....12
- Snapshot of Current Technology Use....13
- Operational Plan
- I. Objectives and Strategies....21
- II. Action List....25
- III. Implementation Action Steps....26
- IV. Funding Considerations....27
- V. Evaluation....31

Technology Dimension 2: Professional Capacity

- Goal....33
- Snapshot of Current Technology Use....34
- Operational Plan
- I. Objectives and Strategies....36
- II. Action List....42
- III. Implementation Action Steps....43
- IV. Funding Considerations....44
- V. Evaluation....45

Technology Dimension 3: Instructional Capacity

Goal....48
Snapshot of Current Technology Use....49
Operational Plan
I. Objectives and Strategies 50
II. Action List....52
III. Implementation Action Steps....52
IV. Funding Considerations....53
V. Evaluation 55

Technology Dimension 4: Community Connections

Goal.... 58
Snapshot of Current Technology Use....58
Operational Plan
I. Objectives and Strategies 59
II. Action List....62

CONTENTS

III. Implementation Action Steps....63
IV. Funding Considerations.... 64
V. Evaluation....65

Technology Dimension 5: Support Capacity

Goal....67
Snapshot of Current Technology Use....67

Operational Plan
I. Objectives and Strategies 68
II. Action List.... 72
III. Implementation Action Steps....74
IV. Funding Considerations....76
V. Evaluation…….

Cumulative Targets and Benchmarks 80

Appendix 1: Budget....82

District Profile

Serving the Cayce and West Columbia communities, Lexington Two is proud of our 17 neighborhood schools and all they have to offer. Providing quality education and support to our 8,800 students is the primary goal of our teachers, administrators and staff.

We are proud to live in the kind of community where our students live only a short walk to their schools and where generations of families have come to call home. Situated along the Congaree River, our unique location combines the ease of small town living with close proximity to big city amenities.

The number of students enrolled in each school during 2009-2010 is presented in Table 1. Also included in this table is the number of students receiving the federally assisted meal program – National School Lunch Program (NSLP).

Table 1. 17 Schools of Lexington School District 2 with Student Count, NSLP Count, and Percentage of Free and Reduced Lunch student.

Ten Elementary Schools	Student Count	NSLP Count	% students in Free and Reduced Lunch
BC Grammar School No. 1	346	199	79.64
Claude A Taylor Elementary School	378	214	66.93
Congaree Elementary School	404	268	73.78
Congaree Wood Early Childhood Ctr.	603	167	62.91
George I Pair Jr Elementary School	366	191	74.52
Herbert A Wood Elementary School	495	304	60.56
Pineview Elementary School	569	163	41.30
R Earle Davis Elementary School	416	296	83.09
Saluda River Elementary School	389	205	56.21
Springdale Elementary School	478	136	42.29
Four Middle Schools			
Cyril B Busbee Middle School	329	253	75.63
Northside Middle School	575	252	50.00
Pineridge Middle School	466	272	66.53
R H Fulmer Middle School	571	322	54.77
Two High Schools			
Airport High School	1434	552	46.38
Brookland Cayce High School	1180	488	45.55
One Alternative School			
Granby Educational Center	137	90	100.00

- Lexington County School District Two has a 68% District E-Rate Discount.
- Lexington County School District Two has a total of 625 English as a Second Language students.
- The graduation rate at Lexington School County School District Two is 77.3%.
- The dropout rate is 1.7 %.

Proviso 1.77 required all districts to assume educational responsibility for students in Residential Treatment Facilities within attendance lines. Lexington Two has two facilities within it's attendance zone both owned by Three Rivers Behavior Health System. Midlands Campus a Level 3, 59 bed facility for students 9-18 years old with moderate to severe emotional and behavioral disorders. The average length of stay is 3 months to 2 years. Saluda Cover – a Level 4, 20 bed facility for children ages 10-18 with severe emotional disorders. The length of stay is 6 months to 1 year. The district offers continuing education course for adults. Half-day kindergarten and preschool classes for children ages 4 to 5 are available at four elementary schools. An extended-day after-school program is provided for a nominal fee at all elementary and middle schools.

Lexington County School District Two met 29 out of 33 objectives for Adequate Yearly Progress. The objectives included performance and participation of students in various groups

EXECUTIVE SUMMARY

Lexington Two's educational technology plan has been developed to support and enhance teaching and learning in all schools in the district. The plan establishes the technology support and resources that students and teachers in the district will need to ensure a superior instructional program. There is a need for ongoing technology training, effective district-wide management systems, and inequities in/between schools.

By reflecting district beliefs and learner standards, the technology plan confirms technological innovations as an integral part of the learning process and advocates for students and teachers to use technology effectively.

Lexington County School District Two's Technology Plan will continue to emphasize Instructional Technology, infrastructure, and replacement and maintenance of classroom computer hardware. The infrastructure and computer hardware will stay current with the latest direction in technology. For the past four years emphasis has been placed on improving the infrastructure and hardware in the district.

Technology use in Lexington Two will be driven by the district's strategic instructional goals, will create high achievement goals for all students, and will be used in the planning and delivery of instruction to meet district and state curriculum standards. The technology plan will support the *District Strategic Plan for 2005 – 2010* as a guide for decision-making and for establishing priorities.

Implementation of the plan will be evaluated and reported to the Lexington Two school community on an annual basis. In many areas, full implementation of the plan will be dependent on available funding. Grant funding will be pursued to supplement district, state, and federal funding sources. By charting an ambitious course and with support from the school community, we are confident that the goals of the plan will be accomplished.

Lexington County School District Two's Technology Plan will be closely aligned with the state's plan. Efforts will be made by this school district to insure that the state's plan is referenced and followed for the next 5 years. For standard practices Lexington County School District Two has aligned their technology standards with ISTE's.

Lexington County School District Two's Technology Plan will also provide the following:

Information on how the District is addressing Proviso 1.40, the state Teacher Technology Proficiency proviso.
Information on the 5 areas stipulated in the Telecommunications Act of 1996 (E-Rate Funding).
Information on how the district's technology plan affects the NCLB Act or vise versa

Lexington County School District Two Mission Statement

As champions for children, Lexington County School District Two strives to provide quality educational opportunities that enable students to achieve success.

Lexington County School District Two in partnership with the Cayce and West Columbia guarantees each student a quality education by providing appropriate and challenging learning experiences to equip each individual for lifelong learning, responsible citizenship, and productivity in an ever-changing world of the21st Century.

Technology Division Mission Statement

Lexington County School District Two will try to promote world-class education and preparedness for the jobs of tomorrow by advancing and supporting the integration of evolving technologies for teaching, learning, information management, and networking.

Technology Division Integration Vision

Educational technology in Lexington County School District Two is the integration of continually evolving technologies used to support district educational goals and standards for teaching, student learning and administrative management.

Lexington County School District Two will facilitate the opportunity for all students to become well informed, imaginative and effective decision makers, capable of working independently and collaboratively to create workable solutions to complex problems resembling those they will encounter in the job market of the 21st Century. Students will be encouraged to act in a caring, compassionate and empathetic manner. Toward those ends, we will stress activities which challenge students to do their own thinking and learning.

Technology Dimension 1: Learners and Their Environment

Goal: *Lexington County School District Two will use research-proven strategies to provide home, school, and community environments conducive to our students achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in the District.*

Lexington County School District Two has actively embraced the Education Oversight Committee and the No Child Left Behind legislation to raise the state's level of student achievement. Our 17 schools are all connected to Metro Ethernet and have the capability of accessing the Internet. With the help of the School Technology Initiative, a public-private partnership established by the General Assembly in 1996, South Carolina is fostering the effective use of technology to support teaching and learning throughout the District.

Lexington County School District Two followed the state's recommendation to adopt the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S). Lexington County School District Two is beginning to use portfolios and other performance-based methods to conduct needs assessments and to measure students' technological proficiency. South Carolina continues to partner with private business and higher education to offer technology training and resources to educators and students.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort. Lexington County School District Two uses software and other instructional aids, and the integration of technology into the core curriculum is a major focus of technology initiatives in the District. Within the District, the Office of Technology closely partners with the Office of Curriculum and Standards to ensure that technology is integrated throughout the curriculum rather than being isolated as a stand-alone tool.

The No Child Left Behind Act of 2001 charges that all students in America score at the proficient level on state tests by the year 2014. In 2006, Lexington County School District Two experienced its sixth year of school report cards that showed progress as mandated by the Education Accountability Act. In 2008, our District received an Absolute Rating of "Average" State Report Cards have yet to be released for 2009. The district met 29 of 33 AYP objectives for 2009.

LEXINGTON 2 PERFORMANCE TRENDS OVER 4-YEAR PERIOD

YEAR	ABSOLUTE RATING	IMPROVEMENT RATING	ADEQUATE YEARLY PROGRESS
2005	GOOD	BELOW AVERAGE	NO
2006	AVERAGE	BELOW AVERAGE	NO
2007	AVERAGE	BELOW AVERAGE	NO
2008	AVERAGE	BELOW AVERAGE	NO

* EXCELLENT – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
* GOOD – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
* AVERAGE – District performance meets the standards for progress toward the 2010 SC Performance Goal
* BELOW AVERAGE – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
* UNSATISFACTORY – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

Snapshot of Current Technology Use

The Network – Novell Netware 6.5 **e-mail**	Novell Netware 6.5 – purchase yearly under the SLA Novell Contract for Education. GroupWise – purchase with SLA Novell Contract for Education
Network Bandwidth, and Internet	All schools are connected to the district with Metro Ethernet. The connection speed to the schools is at 100 MB. The bandwidth to the Internet is 10 MB. The district pays the portion not covered by ERATE for this service. The District has requested a 50 MB connection to the Internet during the SY2009-2010 from CIO.
Network Switches -	Lexington School District Two has standardized on Cisco and HP switches.

Cisco ASA5510 and Routers -	Used at the District's MDF Cisco ASA5510 Cisco 2621-used in the schools All Cisco products are covered by Smartnet warranty yearly which must be purchased by the District.
HP Switches -	Used in all school racks to provide connectivity to the schools. These switches have lifetime warranty by HP at NO cost. Procurve HP 3400 Procurve HP 530x Procurve HP 410x Procurve HP 2650 New Procurve HP 2610-48 New Procurve HP 3500 New Procurve HP 5406

Snapshot of Current Technology Use

Network Filtering -	**The Children's Internet Protection Act (CIPA)** Lexington County School District Two complies with CIPA - is a federal law enacted by Congress in December 2000. **Total Traffic Control by Lightspeed.**. Web filtering in done through a series of dedicated servers that filter web content, spam filtering for email, virus protection for email, malprotection from malicious internet sites. We get a total perimeter defense against critical threats exposed to the internet. Lightspeed Security Agent protects our workstations from virus and malmare. Each workstation is updated each day with new virus protection and threats coming from the internet. Total Traffic control has five distinct parts. High speed internet filtering, a policy control server, a spam mail filtering server, reports server, and an archive server. Once all these parts are in place we are covered from internet malicious content. Total Traffic Control requires a yearly subscription that we negotiate in 3 to 5 year increments to save money.

Snapshot of Current Technology Use

Servers	Lexington County School District Two has standardized on Dell servers. Power Vault 110T LT Power Edge 2410 – nine servers. Power Edge 2500 – one server. Power Edge 2600 – eleven servers. Power Edge 2650 – nine servers. Power Edge R710 – seven servers Power Edge 6600 – two servers.
Desktops	Lexington County School District Two has standardized Dell desktops and laptops and added Macintosh Desktops and Laptops to our CATE Program. Dell Optiplex GX 260 Dell Optiplex GX 270 Dell Optiplex 520/620/745/755 Dell Laptops D-510-520/ D-830 /E5600 Macintosh
Software	Microsoft Office 2007 Suite Microsoft Office 2003 Suite
Smart boards	SMART boards are the standard boards used by the District. Purchased from MMS. The district also has Prometheum boards in many schools purchased from CSI prior to 2007.
LCD Projectors	Hitachi LCD projectors – CP Series – 3 year warranties – 1600 lumens – SVGA. Hitachi has the best price replacement bulbs.
Document Digital Visualizer for presentations (document cameras) for classroom use.	Lumens DC152 Document Camera.

HP Printers	Purchased as needed wherever the price provides an advantage for the District. Classroom use – HP 2015 or equivalent models Offices varies All-in-ones – HP 5500-7600 series.
Monitors	As new computers are purchased yearly, Lexington School District Two will move towards LCD 15 to 17 inch flat panels.

Snapshot of District Computer Labs and Media Centers – Standardization

Computer labs have been standardized based on funds available. It is important to note that Title I schools receive additional monetary support for technology which allows these schools to have more funds for purchase of additional software and hardware.

Desktops	Computer labs have traditionally been the entire exposure that children would get to computers, now the labs are used to teach students how to access information that they can access within the classroom environment. Our labs consist of 25 to 30 computers, Dell or MacIntosh, designed specifically for the task. Our elementary students will have at least one lab and middle and high schools multiple labs. Media Centers vary in the number of computers available due to the restriction of space available.

Network	All computers are networked with Novell Netware.
Printers	All computer labs and media centers are equipped with a networkable printer.
Scanners	Most computer labs and media centers have a scanner available.
Elementary Media Centers Software	Destiny Library Manager MS Office 2007 Internet Explorer FireFox Inspiration Kidspiration.
Elementary Computer Labs - Software	Accelerated Reader Math Steps MS Office 2007 Internet Explorer FireFox Inspiration Kidspiration Type To Learn (III and Jr.) Leapfrog Compass Learning Earobics Waterford FastMath Study Island Headsprout

Snapshot of District Computer Labs and Media Centers – Standardization

Computer labs have been standardized based on funds available. It is important to note that Title I schools receive additional monetary support for technology which allows these schools to have more funds for purchase of additional software and hardware.

Middle School Media Centers Software	Destiny Liibrary Manager Reading Counts Accelerated Reader (in some middle schools) MS Office Internet Explorer FireFox MicroType Pro Classworks Apex
Middle School Computer Labs - Software	MS Office Internet Explorer FireFox MicroType Pro AB Tutor Control (Some schools) Orchard Classworks. APEX Autodesk Inventor 2010
High School Media Centers Software	Destiny Library Manager Classworks Reading Counts APEX Accelerated Reader (in some middle schools) MS Office Internet Explorer FireFox MicroType Pro

High School Computer Labs - Software	MS Office Inspiration Internet Explorer FireFox MicroType Pro AB Tutor Control (Some schools) Classworks. Apex Photoshop Adobe CS3 iLife iWork Microsoft IT Academy Autodesk Inventor 2010

District Web Computer Applications	
Web Applications – all computer labs	Discus – Research tool – media center SCETV – Streaming video Measures of Academic Progress (MAP) Testing. Excent HealthMaster Destiny Media Manager

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington County School District 2, and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

OBJECTIVES	STRATEGIES
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	A. Provide opportunities and resources to districts and schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas C. Have students present their collaborative projects to identified audiences D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, and using technology

I. OBJECTIVES AND STRATEGIES

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OBJECTIVES	STRATEGIES
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	A. Develop technology-enhanced learning activities aligned with state standards in core content areas B. Promote technology and form school technology integration teams to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs.
1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.	A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks B. Measure student technology proficiency by using surveys and performance-based assessments C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration.
1.4 District and school districts will	A. Establish school and community learning

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington County School District 2, and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

OBJECTIVES	STRATEGIES
provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.	environments that enable students to use technology for real-world problem solving and research B. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society.
1.5 District will continue to update computers and servers in the district and eliminate computers as the operating system is no longer supported by the manufacturer.	A. Continue the use of **Capital Project Improvement Funds (CPIF)** to replace all obselete computers in the district. With each refresh we keep getting closer to our goal of having cutting edge computer technology at each workstation.. B. In the process of replacing 20 servers that have reached the end of life. These servers have preformed well over that past 5 years, and are now being replaced by the VM ware servers with centralization of services and files. C. Total Traffic Control by Lightspeed has been continually updated to keep up with the bandwidth requirements and antivirus needs. We

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington County School District 2, and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

OBJECTIVES	STRATEGIES
	have completely replaced any other virus protection.

II. ACTION LIST

- District will begin to coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards. Teachers will be encouraged to use other digital resources such as, through the Discovery Education, the Thinkfinity "Free lesson plans and educational resources" Web site (http://www.thinkfinity.org /), and SCETV Streaming video.
- District will provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- District will develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- District will establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- District will ensure improved student achievement test scores in the core content areas, increased student access to technology (shown by the SDE Technology Counts on-line survey), and increased student access to technology outside the school environment.
- Students themselves should be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- Districts should complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators and parents should complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing

II. ACTION LIST

student learning.

- District curriculum/technology teams should identify best practices of seamless technology integration that will be disseminated via on-line district resources.
- District and schools should develop methods of recognizing student technology achievement, including the use of assistive technology.
- District and schools will hold an annual Computer Fair to demonstrate and recognize student technology activities throughout the district. All schools are expected to participate and the community is invited.
- Technology Division will yearly report to the SC Department of Education on the districts' progress in achieving milestones established by this Technology Plan.

III. FUNDING CONSIDERATIONS

DISTRICT

- Technology professional development courses are offered through the District with assistant from other institutions such as Regional Technology Centers, USC, Midland Technical College, and ETV.
- Technology course development of new technologies
- Technology staff (use the assistance of media specialists, technicians and the district Instructional Technology Coach to help promote technology knowledge in the schools)
- Recognition programs (have incentives or special recognition certificates for technology innovations
- Bring new technologies to the schools through pilot projects to determine the feasibility of introducing these to other schools
- Technology resources to support standards-based learning across the curriculum
- The District will provide the hardware (Servers, desktops, printers, and network infrastructure)
- The District will continue to replace obsolete workstations and servers that have reached EOL.

III. FUNDING CONSIDERATIONS

SCHOOLS

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Technology resources to support standards-based learning across the curriculum

Software and Hardware Schedule Purchase and Update - District

	2009	2010	2011	2012	2013
Dell computer w/ Window XP	2625	2625	2625	2625	
MacIntosh Desktop Computer	365	450	475	475	475
Need to purchase workstation for all schools computer labs in the district. CPIF project.	425 Vista Win 7	400 Vista Win7	380 Vista Win7	425 Vista Win7	425 Vista Win7
New Windows Vista appears	✓				
Move to new Windows 7 OS	✓	✓	✓	✓	
Committee studying server needs and warranty	✓	✓	✓		
Servers reaching End-of-Life					13
Servers need to purchase					13
Power Vault 110T LT present					
Power Vault 110T LT					
Committee evaluating software for labs (technicians + administrators)	✓				
Committee evaluating Virtual Machine to replace Power Vaults individual servers (technicians)	✓				

Committee evaluating Vault, SAN for backup of data (technicians)	✓				
Remain with Novell Netware 6.5 and GW 7.x	✓				
Train technicians on Novell SUSE Linux	✓				
Move to Novell SUSE Linux O/S and GroupWise		✓	✓		
Continue to explore new technologies for the classroom	✓	✓	✓	✓	✓

IV. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	• Statewide achievement test scores • District report cards • Technology surveys • School technology and improvement plans	• Statewide achievement test scores • District report cards • Technology surveys • Observations and interviews Anecdotal records					
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.							

IV. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.	• District, school, and community surveys	• Documented access to on-line resources • Listing of recognition programs					
1.4 The district and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.							
1.5 Technology Division will report yearly the progress in achieving the milestones set by this Technology Plan to the South Carolina Department of Education.							

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL

Lexington County School District Two and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington County School District Two (LEX2) uses a different approach on curriculum and professional development strategies as the key to ensuring district educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement.

Lexington County School District Two has 98.17% highly qualified teachers and 123 National Certified Teachers.

South Carolina has set technology use expectation guidelines in the teacher technology proficiency proviso, which is designed to ensure that proper technology integration is taking place in classrooms. Each school district is responsible for developing a teacher professional development plan to address the requirements of the technology proficiency proviso.

Current teacher proficiency data shows that all teachers returning to work from school year 2008 – 2009 have certified technology proficiency through the iTeacher.. By law, districts will be required to report that all teachers have been verified as technologically proficient during each recertification cycle.

Lexington County School District Two teachers are provided with information on technology courses offered statewide, by The College of Charleston and SCRI-USC. These courses carry college credit or renewal credits. The District covers part of the cost of training and sometimes all the cost, depending on the courses taken.

The South Carolina Education Television (SCETV), The College of Charleston and South Carolina Reading Initiative – University of South Carolina partner with us to promote technology use in the classrooms. For example, the South Carolina Educational Television (SCETV) provided us with SCETV Streaming video server. Teachers use this resource for lessons daily throughout the district.

Teacher Institute trains teachers in the use of technology in mathematics and science workshops.

The Office of Accountability offers courses and constant training on Power Teacher, Power School, and other relevant software which teachers throughout the district need for daily school activities for users.

Monthly meetings provide help to media specialists. In these meetings techniques and use of software is discussed. New technology ideas are brought to the table and media specialists explore and give their feedback whether it might or not work in their school environment. During this meeting, technicians are asked to participate when they have information or whish to express opportunities that may be advantageous to a school.

Other courses being offered to teachers in the district are:

Courses	LEX2 - Teachers participating
South Carolina Reading Initiative - USC	91
Induction Class – College of Charleston	47
Smartboard Basics	280
Smartboard Lesson Planning	283
iTouch in the Classroom	97
Macintosh iLife 09	85
Macintosh iWorks 09	80
Microsoft IT Academy	13
Destiny Media Manager	23
Visit www.mylearningplan.com for all professional development opportunities for certified and non-certified staff	Currently 33 of the 87 professional development opportunities are technology based.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
2.1 The district will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement	A. Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards B. Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards C. Adopt a state educator professional development program to aid districts in satisfying the requirements of the teacher technology proficiency proviso D. Include in district technology plans a professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
2.1 The district will enable educators to achieve and demonstrate proficiency on-line. LSG - in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	E. Require district teachers to demonstrate 80% mastery on ePortfolio technology assessment. (ISTE NETS-A)
2.Lexington School District Two uses the INTEL Trained teachers and media specialists provide multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.	A. Provide basic technology skills and the integration of the technology into classroom instruction in every school B. Require that INTEL trainers provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
2.3 The districts will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	A. Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building B. Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams C. Include in district technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs D. Included in district teachers', administrators', and technicians' evaluation of future software purchases for the district. Make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
2.4 The districts will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum. **2.4** The districts will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	A. Lexington School District Two will offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs B. Lexington School District Two will provide professional development opportunities focused on aligning state technology standards with state content standards C. Lexington School District Two will develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum D. Lexington School District Two will increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
	line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the art training centers in their particular geographic areas E. Lexington School District Two will develop an extensive statewide network of professional development providers who have the skills and experience necessary to prepare teachers for effective technology use
2.5 Lexington School District Two will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	A. Establish minimum levels of teacher technology proficiency for replication and adaptation across the state B. Incorporate instructional technology assessment into current teacher and administrator evaluation processes C. Administer a statewide needs assessment to teachers and administrators to determine current levels and types of professional development that must be offered D. Administer evaluations to determine the

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
	effectiveness and impact of the professional development offered to teachers and administrators
2.6 The districts will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	A. South Carolina Professional Development – being taken by Lex2 teacher as a path for recertification. B. Public Broadcasting System (PBS) offers on line courses for teacher recertification. All courses require completion of a survey before the end-of-course.

II. ACTION LIST

- Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and librarians.
- Lexington School District Two will utilize the expertise of staff members and faculty in school and institutions of higher learning throughout the nation.
- Lexington School District Two will submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- Lexington School District Two will provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- Lexington School District Two selection of software will be made through an evaluating committee. Software evaluated and selected should have higher-order thinking skills for all students, including those with special needs.
- The district should provide training in accessibility issues involving applicable state and federal legislation.
- Lexington School District Two will collect, maintain, and report documentation of teacher technology data.
- Lexington School District Two will use on-line assessment instruments to determine teachers' level of technology proficiency.
- The user tracking tools (electronic or Web-based surveys) of district professional activities should be completed each year in conjunction with ADEPT (Assisting, Developing, and Evaluating Professional Teaching) or other district evaluation procedures that include an instructional technology component.
- District reports on evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Lexington School District Two will submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Lexington School District Two administers a district technology professional development assessment to administrators and teachers to evaluate current training need areas and to create the district technology professional development plan on the basis of current needs
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Lexington School District Two submits teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- The district has a partnership with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Assessment snapshots are done to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments

SCHOOLS

- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

IV. FUNDING CONSIDERATIONS

DISTRICT

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research

SCHOOLS

- Committee development of district and school technology plans
- School technology leader salary
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
2.1 The district will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • School technology and improvement plans • SCTLC "Training" tab	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Observations and interviews • Anecdotal records • Documented access to on-line resources • SCTLC "Training" tab					
2.2 The school districts will provide the schools with full-time multidimensional technology hardware and software to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.							

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
2.3 The school districts will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	• Technology assessments	• Technology assessments					
2.4 The districts will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.							
2.5 The school districts will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement							

District Technology Training Program

	2009	2010	2011	2012	2013
Prepare Teachers for Win 7	✓	✓	✓	✓	
Prepare Teachers for MS Office 2007		✓	✓	✓	✓
Need to purchase desktops for all schools computer labs in the district	575 Win7	575 Win7	575 Win7	575 Win7	575 Win7
Enable educators to demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S)	✓	✓	✓	✓	
INTEL Training classes continue	✓	✓	✓	✓	
New technologies are introduced - Podcasting	✓	✓	✓		
New technologies are introduced - Blogging	✓	✓	✓		
New technologies are introduced – Video Podcast	✓	✓	✓	✓	
Exploratory committee of teachers to find new technologies for the classroom		✓	✓	✓	✓

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL: Lexington School District Two and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Over the past decade, Lexington School District Two like South Carolina has made steady strides in acquiring instructional technologies and using these learning tools wisely to increase student achievement.

At Lexington School District Two technologies, such as Promethean Boards and SMART Boards, LCD projectors, document cameras, digital tablets, scanners, iPods, and Podcasting are being used by teachers daily. All elementary schools video the morning announcements to the classrooms with students being the main producers and reporters. This program is usually sponsored by the media specialists. In science, physics, and math classes TI-84s with various types of probes are used for lab experiments.

Scanners, digital camcorders, and laptops are available as standard tools within all schools. Another tool introduced in LEX2 school is the technology carts equipped with laptop, LCD projectors, document camera, all-in-one printer, and sound equipment. This type of cart is used in schools that have limited funds and must share the equipment between 2 or 4 classes.

South Carolina Educational Television (SCETV) has installed a satellite dish and three receivers in every school in Lexington Two. The 32-channel satellite system is now broadcasting digital content to all schools, enabling them to access a greater variety of instructional programming. Programs are developed to meet the specific needs of the schools served by each center. South Carolina's institutions of higher education serve as models of effective distance education. Courses are offered to high schools at attractive cost savings. During 2001, SCETV's Creative Services Department

GOAL: Lexington School District Two and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

provided digital content, tied to the South Carolina curriculum standards, through its Knowitall Web portal at http://www.knowitall.org. SCETV also provides "streaming video" to Lexington School District Two. We received a server from SCETV loaded with educational clips and lesson plans with over 30,000 subject and visuals which teachers can utilize for their classes.

In 2001, the South Carolina State Library made its virtual library, DISCUS, available to all Internet users in the state. DISCUS resources include magazine articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic documents.

Lexington School District Two has tried two-way interactive video projects with the Governor's School. However, the cost of connecting to other sites through commercial companies made it prohibitive as a long term project.

Another interactive tool being used by teachers throughout the district is Blackboard. The SC Department of Education and USC courses thought by the SC Department of Education Training Centers are actively using this medium of communication.

Lexington School District Two takes advantage of E-rate discounts. These discounts are used to help pay for Metro Ethernet Internet access for every school in the state. Lexington School District Two has used the E-rate program for internal connections, which include local phone service, file servers, switches, hubs, routers, building wiring, and network operating systems.

Lexington School District Two has made a positive effort in using ParentPortal, Power Teacher, ToolBox, and e-mail to have educators using technology for student data management and to streamline administrative duties. This in turn allows them to spend more time on teaching the state's academic standards. At Lexington School District Two Measures of Academic Progress (MAP) testing and the ToolBox are used to train educators on the use of data to make informed decisions for continuous improvement and changes.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
3.1 The district and schools in LEX2 are developing a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills.
3.2 The districts through CPIF* funds, and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	A. Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals.
3.3 Lexington School District Two and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom	A. Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
setting and schedule.	
3.4 The districts will provide and support a variety of multimedia equipment and software for teaching and learning.	A. Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction. B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives. C. Teachers will be exposed to new technologies through courses offered by the SCDE Training Centers.

CPIF – Capital Project Improvement Fund – fund authorized by the Board to cover capital improvement projects in the district.

II. ACTION LIST

- Lexington School District Two will conduct technology planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- Lexington School District Two and the school districts should pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- Lexington School District Two should pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate. Grant writers that work on commission should be explored.

III. IMPLEMENTATION ACTION STEPS

DISTRICTS

- Include an instructional technology plan and an assistive technology plan in the technology plan to be submitted to the Office of Technology for approval
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

III. IMPLEMENTATION ACTION STEPS

SCHOOLS

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a district technology instructional integration coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Evaluate teacher and student portfolios using ePortfolio to measure the impact of technology integration, including assistive technology, on student achievement
- Interview students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

IV. FUNDING CONSIDERATIONS

DISTRICTS

- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Begin Portfolio creation pilot project in schools
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Eighth-grade proficiency measurement
- School technology leader implementation
- Professional development

IV. FUNDING CONSIDERATIONS

SCHOOLS

- Committee development of district and school technology plans
- School technology leader implementation
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Professional development

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
3.1 The district will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	• Statewide achievement test scores • Technology readiness and access surveys • District report cards • Teacher technology proficiency proviso forms • School technology and improvement plans	• Statewide achievement test scores • District report cards • Technology readiness and access surveys • Teacher technology proficiency proviso forms • Observations and interviews • Anecdotal records • Documented access to on-					
3.2 The districts and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.							

3.3 The districts, and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	• Technology assessments • Documentation of offerings provided via innovative delivery methods	line resources • Technology assessments • Documentation of offerings provided via innovative delivery methods					
3.4 The districts will provide and support a variety of multimedia equipment and software for teaching and learning.							

District Technology Training Program

	2009	2010	2011	2012	2013
Prepare Teachers for Vista Begin talking about MS Office 2007	✓	✓	✓	✓	
Hold Technology Curriculum Meeting with INTEL trainers discuss Vista /MS Office 2007	✓	✓			
MS Office 2007 Training begins	✓	✓	✓	✓	✓
Begin Portfolio creation pilot project in schools		✓	✓	✓	✓
INTEL Training classes continue	✓	✓	✓	✓	
New technologies are introduced - Podcasting	✓	✓	✓		
New technologies are introduced - Blogging	✓	✓	✓		
New technologies are introduced – Video Podcast	✓	✓	✓	✓	
Exploratory committee of teachers to find new technologies for the classroom	✓	✓	✓	✓	✓
Documentation of offerings provided via innovative delivery methods	✓	✓	✓	✓	✓

COMMUNITY CONNECTIONS

GOAL: Lexington School District Two and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington Two understands the need to collaborate with the community to enhance technology skills. Computer labs, media centers, and classrooms are the primary technology resources available to the community and the district has used various strategies to provide these tools to the community. At Lexington Two one of the important methods of communication with parents and the community is through the school level. At the district level, there are monthly meetings between the superintendent, parents, and teachers. These meetings are the Superintendent's Parent and Teacher Cabinet meetings and all topics of importance besides technology are also discussed. Besides, the district has an open-door policy to discuss any problem that deals with technology at any level with students, parents, and the community. Some of the methods used by parents to communicate with Lexington School District Two survey indicated that the major methods of communication between home, school, and community are e-mail, telephone, voice mail, Web sites and ParentConnect (a server where parents can connect and see their children's gradebooks and assignments.)

OPERATIONAL PLAN
I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school district, and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
4.1 Lexington School District Two will continue community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement. B. Form district-community partnerships to help research and evaluate school and district technology projects through Career and Technology Education (CATE.) C. Provide recognition/reward programs and/or incentives for partnerships. D. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education. One such program is Middle College which is working with Midland Tech. E. Form articulation agreements with local Technical Colleges based on NATEF and NCCER National program certifications in the areas of Automotive Technology, Automotive Collision, Welding Technology, and Building Construction.
4.2 Lexington School District Two will continue to fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives	A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications is the responsibility of the CATE program. B. Partner with other school districts as well as community entities to collaborate in order to provide enhance technology for student learning

OPERATIONAL PLAN
I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school district, and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
4.3 Lexington School District Two provides after-hours training for the community.	A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members. 1. The Career and Technology division of Lexington School District Two will provide computer and internet usage classes for our local senior citizens. 2. Computer in every school (Parent Technology Center (Spanish forms) and career information. 3. ParentConnect training at every school to enhance community awareness. 4. Intel Train to the Future program to continue to foster technology among the faculty in each school. B. Create technology training programs to enhanced parents communicative skills and learning. 1. Title I Schools using federal funding and Non-Title schools (elementary) using state funds provide parenting workshops for parents relating to the development of computer skills as well as enhanced parenting skills. 2. The Career and Technology division of Lexington School District Two will provide employment services information to each school's parent technology center (in both English and Spanish).

OPERATIONAL PLAN
I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school district, and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
4.4 Lexington School District Two schools are all linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	A. ParentConnect serves as an electronic portal through which parents of our community can check their student's grades, assignments, and communicate with the teachers. Our website provides a portal for our community to see the activities throughout our schools.

II. ACTION LIST

- Lexington School District Two provides community collaborations that give students, teachers, and members of the local community increased access to information of activities taking place in the district.
- Schools should develop a rubric to measure the success of their community partnerships.
- Lexington School District Two maintains logs of professional development, community offerings, and internship opportunities in technology.
- Lexington Two should maintain logs of partnerships and their role in helping research and evaluate technology projects.
- Lexington Two should publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- Lexington Two should post successful technology grant applications on the Internet for others to use as models.
- Lexington School District Two has partnerships with the following organizations, institutions, and initiatives that may include the following: South Carolina Commission on Higher Education, Distance education learning centers (DELCs), Instructional Television (ITV), School Technology Initiative, Math and Science Hubs, Midlands Education and Business Alliance, South Carolina: Teaching, Learning, Connecting (SCTLC), Web portal South Carolina, Assistive Technology Advisory Committee, South Carolina Assistive Technology Project, South Carolina Commission for the Blind, South Carolina Department of Disabilities and Special Needs, South Carolina Department of Education, South Carolina Educational Television, South Carolina State Library, South Carolina Vocational Rehabilitation Department, South Carolina Beaufort Technology Center.. Each school should utilize their Web site to publish a list of community partnerships for possible technology partnerships to benefit other schools within the district.

III. IMPLEMENTATION ACTION STEPS

DISTRICTS

- Submit a technology plan, including a professional development plan, to the Office of Technology (SCDE) for approval.
- Encourage schools to offer technology training for programs like ParentConnect and use of technology to communicate with parents in the community.
- Provide additional training opportunities for the teacher community to see and use new technology in their schools.
- Initiate partnerships with community entities to improve student learning through articulation agreements and apprenticeships.
- Maintain data on the use of school technology facilities by keeping a log of the hours the computer labs and media centers are open to district users

SCHOOLS

- Distribute parent and community information through report cards and newsletters.
- Initiate partnerships with community entities to create greater access to technology and a community learning environment, such as the use of Parent Portal, and use of e-mail with their students' teachers.
- Include members of the community to give input in writing technology grants to develop and fund better teaching and learning through technology.

IV. FUNDING CONSIDERATIONS

DISTRICT

- Creation of an evaluation instrument by the Accountability and Research Division to help determine the impact of community programs and initiatives.
- Hiring of grant-writing experts on commission.
- Initiate partnerships with community entities to improve student learning through articulation agreements and apprenticeships.
- Maintain data on the use of school technology facilities that are open to district users.

SCHOOLS

- Creation of an evaluation instrument by the Accountability and Research Division to help determine the impact of community programs and initiatives by the schools.
- Community internships – having students from local universities and colleges participate and work with teachers in our schools.
- Facility operation beyond the regular school days to help students improve their grades.
- Flex time, recertification credits, or compensatory time given to presenters, trainers, and participants involved in after-hour-technology training.
- Costs of outfitting parent technology centers and conducting after hours parent training to include facility operations beyond the regular school day.

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
4.1 The schools will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey					
4.2 The district and the schools will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.	• SDE Technology Counts survey	• School technology plans • Observations and interviews • District and school Web site information					

		• Documentation of offerings provided via innovative delivery methods						
4.3 The schools with the permission of the District may provide after-hours training for the community.	• School technology plans • Documentation of offerings provided via innovative delivery methods	• Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative delivery methods						
4.4 The district will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS database and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and the community.								

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL: The Lexington County School District Two has expanded the use of technology and its resources to assist educators and learners in meeting the state academic standards

SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington School District Two recognizes the vital role of technology support systems to provide the foundation for teaching, learning, communication, and administration of every school in the district. The district's investment in technology resources can be seen in the amount of hardware and connectivity available to the schools. Lexington Two goals have been met in critical areas such as the number of desktops, printers, LCD projectors, and servers per school and the number of schools connected to a wide-area network (WAN). Our school district provides a computer lab in each elementary school, at least two computer labs in each middle school, and a minimum of five labs in each high school. Connectivity has been a priority at our district and we have gone from 3 MBps to 20 MBps in a period of five years. Beginning Erate year 2008-2009, Lexington Two has requested to increase the bandwidth of the district to 100 MBps. In addition to backbones, factors of paramount importance are hardware and software, adequate support, technical assistance, maintenance, daily operations, and upgrades. Funding programs such as the School Renovation, IDEA, and CPIF funding have helped schools to improve buildings, network, and technical repairs. The District has a Research and Accountability Division that will provide advice in the creation of a data warehouse and retrieval system for the storage of district data. This is important because South Carolina is continually collecting statewide data for their warehouse and retrieval system. This collection and storage data is important to comply with *The No Child Left Behind* legislation which demands that data be collected and analyzed for future decision making. (See the recommendations in the Ad Hoc Technology Advisory Committee's report on-line at http://www.myscschools.com/news/more.cfm?articleID=265.) The Research and Accountability Division in our District is also responsible for providing us with information needed for The No Child Left Behind legislation. Lexington School District Two has implemented the NCS (National Computer Systems) student-information collection system, Power School , in all of the district's schools. Data provided by our district is collected by the SC Department of Education which enables a school district

to keep a dynamic district wide database of all available student data. Effective collection and evaluation of information will lead to decisions backed by quantitative as well as qualitative data. Through ongoing centralized planning and implementation, technical and administrative services and support can be efficiently provided to streamline operations and improve services.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two and it's schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
5.1 The Lexington School District Two schools will ensure that all students, including those with special needs, and teachers have access to electronic information resources	A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources. B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources. C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology that is required to provide universal access to network resources. D. Develop the district strategic plan with input from all segments

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two and it's schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
	of the school community— students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed. E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds.
5.2 The District will ensure that schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection, and distribution.	A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction. B. Establish a system for identifying, specifying, prioritizing, and managing equipment for school needs in direct support of curricular and professional development objectives. C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including LCD projectors to support group instruction. D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules. E. Use bundled distribution packages (ZenWorks) as a primary means of distribution to manage fully converged networks. F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-ofthe-art network security tools at all levels of access to

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two and it's schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
	LANs, WANs, and other networks. G. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance. H. Implement a district network management tool that performs automated software installation.
5.3 The District will have qualified technical staff, including one networking administrator per WAN or per LANs, and desktop one end-user support technician per every five hundred users.	A. Develop a minimum staffing requirements and job descriptions, with a competitive salary schedule, for the positions of networking administrator, networking technician, technology director, and support technicians. B. Appoint a district network manager who will assist the director of technology in identifying and evaluating network management tools that will meet the needs of the district
5.4 The District will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery. This plan will include SANS system within the next	A. Ensure that the network administrator has a disaster recovery plans which will be included in the district technology plan. B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Two and it's schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
three years.	C. Implement a district management application that monitors bandwidth on the LAN and WAN. Within the next three years provide network failure alarms that can be accessed remotely.
5.5 The District will implement obsolescence and upgrade plans to replace and recycle equipment and software.	Ensure that the obsolescence and upgrade plans are included in the district technology plan. District designated computer labs will be replaced every three years when their warranty expire.
5.6 The District will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.	Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum.

II. ACTION LIST

- The District should have access to a database with a complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information. This information will be provided to the director of technology and administration by the network administrator.

- District should maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.

- District should include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.

- District should publish a procedure for the perpetual review of equipment used in multimedia development processes. Reviews should quantify equipment and processes by their impact on teaching and learning.

- The District will maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.

- District technology plans should include a disaster recovery plan which will be created by the network. SANS technology will be implemented within the next year.

- District technology plans should include obsolescence and upgrade plans, including strategies to refurbish, recycle, or donate obsolete devices. Desktops should be maintained in use for the period of their warranty or three years. Lexington Two presently has the Capital Project Improvement Fund (CPIF) program which allows the purchase of computers to maintain updating the obsolete computers. The CPIF fund should be increased yearly to keep up with inflation and the cost to update of technology.

- Lexington Two has been using Norton Antivirus Enterprise Edition for virus protection for the past ten years. LightSpeed is being used for content and e-mail filtering. This software provides extensive

monitoring and reporting, content filtering, spam filtering, bandwidth management, and many other functions. As the Windows 98 computers are removed from the district, LightSpeed will continue to become the primary virus blocking software program.

- District should have records to showing the weekly access to the LAN/WAN during the week and moth. Bandwidth documentation will be collected and maintained. This function will be a responsibility of the network administrator with supervision of the Technology Director.
- District should ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area with adequate air conditioning to maintain a suitable temperature for the servers.
- District technology plans should include a strategic vision for building an infrastructure which will accommodate new technologies which will develop in the future to support instruction.
- District should provide UPS (uninterruptible power supply) systems for all network racks and servers.
- District should provide fans during the summer to insure that the school servers are cooled and operational within the suggested manufacturer temperature tolerances. The district thinks that they save money by turning off A/C in schools and causing server room temperatures to exceed 90^0 F.
- District should use the minimum staffing and salary requirements for the positions specified in objective 5.3.
- District should have a network administrator in place to insure that the network infrastructure is maintained and supported adequately.

III. Implementation Action Steps

DISTRICT

- Technology professional development courses are offered through the District with assistant of other institutions, such as Regional Technology Centers. USC, Midland Technical College, ETV, or any other institution
- Technology course development of new technologies
- Technology staff (use the assistant of media specialists and technicians to help promote technology knowledge in the schools)
- Recognition programs (have incentives or special recognition certificates for technology innovations
- Bring new technologies to the schools through pilot projects to determine the feasibility of introducing these to other schools
- Technology resources to support standards-based learning across the curriculum
- The District will provide the hardware (Servers, desktops, printers, and network infrastructure)
- The District will continue to replace obsolete workstations and servers that have reached EOL.

III. Implementation Action Steps

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at http://www.classroomtco.org]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan.
- Materials to publish an updated technology plan.
- Multimedia teacher workstations including LCD data projectors, Smart Boards, slates, document cameras, i Touchsand any other new technologies.
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards.
- Technology director, network administrator, and networking technicians.
- Equipment inventory assessment program.
- Isolated circuit plan.
- Support planning.
- The Technology Leaders (Intel Trainers) will work with the Technology Division to make sure that appropriate coordination of presentation and operation is provided for their classes.

III. Implementation Action Steps

SCHOOLS

- Technology committee meetings to develop products such as the infrastructure plan and the disaster recovery plan.
- Multimedia teacher workstations including LCD projectors.
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards.

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
5.1 The school District will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	• Increase achievement test scores • District report cards • Professional development	• District achievement test scores • District report cards • Professional development tracking and surveys • Observations and					

5.2 The school District will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.	tracking and surveys • District, school, and community surveys • School technology and improvement plans	interviews • Documented access to technology resources • District, school, and community surveys • School technology and improvement plans						
5.3 The school District will have qualified technical Staff, including one network administrator per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.	• Documented access to technology • Budget data • State personnel reports	• Documented access to technology resources • Technology needs assessments • SDE Technology Counts on-line survey • Budget data • State personnel reports						

5.4 The school District will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery. **5.5** The school District will implement obsolescence and upgrade plan to replace and recycle equipment and software. **5.6** The district and the schools will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as a mended by the	• Professional Development tracking and surveys • Technology Needs Assessments • District, school, and community committees and	• Professional Development Tracking and Surveys • Technology Needs Assessments • Annual assessments of web design and web based instruction regarding adherence to Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.						

WorkForce Improvement Act of 1998.

CUMULATIVE TARGETS AND BENCHMARKS

Learners and Their Environment

- Fifty percent (50%) of the district's students by the end of the 8th grade will possess effective communication skills and technology literacy as evidenced by teacher and student technology projects and by completing successfully the keyboarding course.

Community Connections

- Seventy percent (70%) of the district's schools will maintain a K–12 educational portal that
  - Seventy percent (70%) of the Lexington Two schools will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.

- The District will continue to support the CPIF (Capital Project Improvement Funds) to support technology purchases for the District. The CPIF will be increased yearly to keep up with inflation and cost of increases in technology.

Professional Capacity

- Ninety-eight percent (98%) of the Lexington Two teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Sixty percent (60%) of the district's teachers will also demonstrate proficiency by integrating technology into the curriculum to teach the state curriculum standards. Criteria for integration will be questions on the assessment survey.
- Forty-five percent (45%) of the schools will have an Technology Leaders (INTEL trainers) who will train teachers to help teachers integrate technology into the curriculum. These trainers will receive a stipend paid by the district.

Instructional Capacity

- Forty-seven percent (47%) of the district's students by the end of the 8th grade will possess effective communication skills and technology literacy as evidenced by teacher and student technology projects and by completing successfully the keyboarding course.

Support Capacity

- The district's schools will report a thirty-five percent (35%) yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teachers and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.

- Forty-five percent (45%) of the district's schools will have a community partnership that provides research and evaluation for a district's major (school wide or larger) technology projects.

APPENDIXES

Appendix 1: Budget

Lexington School District 2
TECHNOLOGY DIVISION

PROPOSED BUDGET REQUEST 2010 - 2011

(all items needed for operations of CSD/Technology Division)

RECURRING CONTRACTS		
Windows licensing	$	19,000.00
Total Traffic Control - Internet Filter	$	30,000.00
SMARTNET CISCO CONTRACT	$	5,000.00
NETWORK INCIDENTALS - LIGHTING	$	10,000.00
ERATE Consultant	$	9,000.00
	$	**73,000.00**
SOFTWARE and SUPPLIES FOR CSD	**$**	**5,000.00**
HARDWARE (spare parts, motherboards,	**$**	**10,000.00**
DROPS (Repair of drops in classrooms)	**$**	**10,000.00**
TRAINING FOR TECHNICIANS (based on 5 technicians)	**$**	**8,000.00**
CERTIFICATION TEST/BOOKS	**$**	**900.00**
MILEAGE (based on 5 technicians)	**$**	**12,000.00**
EDTECH conference (based on 5 technicians)	**$**	**6,000.00**
NETWORK NEEDS (miniGBICs, electronics for switches)	**$**	**5,000.00**
CABLES & CONNECTIONS	**$**	**3,000.00**
OUTSOURCING - IF NEEDED - DCS/VC3	**$**	**15,000.00**
FUNDING if we get approved for all items requested.***	**$**	**74,900.00**
Total Requested District General Funds	**$**	**147,900.00**